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VOL. XVII APRIL, 1923 No. 6

Editorials

CHARTER DAY.

As has been the custom for several years, appropriate exercises were held on Friday, March 2, in the Andrew Rankin Memorial Chapel in commemoration of the founding of Howard University. In his address to the students and faculty, the Dean of the Junior College, Professor Kelly Miller, congratulated the institution on justifying the faith and vision of its founders in its achievements for the Negro race and for America.

THE SUMMER SESSION OF HOWARD UNIVERSITY.

Howard University is rapidly extending its influence and usefulness, and justifying more and more its designation as the national university for the education of Negro youth in America.

One of the most striking demonstrations of the will of the University to serve the people in increasing measure is found in the recent decision to inaugurate a Summer Session. The Board of Trustees authorized the establishment of a Summer Quarter some years ago, but did not specify the time at which the movement was to be initiated. The coming session will open on June 25 and the courses offered will be the same in content, method and credit value as those given during the rest of the school year. There is no doubt that this movement will be welcomed by teachers and others, who will eagerly seize the exceptional opportunity afforded for professional and general advancement.

Two years ago the University inaugurated a system of Evening Classes. These classes were established primarily for the accommodation of teachers and Government employees in the District of Columbia. Altogether two hundred nineteen individuals have enrolled, of whom one hundred twenty-four are teachers.

Thus the University has arranged to operate day and evening, summer and winter. And it is by no means improbable that in these extension

movements the University will find its most productive field for general service.

HOWARD SINGERS IN COMIC OPERA.

GILBERT AND SULLIVAN'S COMIC OPERA, "THE MIKADO," was presented by the Howard University Choral Society, of which Miss Lulu V. Childers is director, at the Lincoln Theatre, March 1st and 2nd, under the professional direction of Mr. and Mrs. Rollin Bond. The performance was of a highly professional character. The very elaborate stage-setting and costumes made such brilliant scenes that each rising curtain was greeted with a storm of applause.

Mabel Bullock, Anola Miller and Helen Heartwell as "Yum-Yum," "Pitti-Sing" and "Peep-Bo" did a delightful bit of work in portraying the young Japanese school girls. Annie E. Cottrell as "Katisha," J. Ballard Majors as "Ko-Ko," George Davis as "Pooh-Bah," Slaughter Murrell as "Pish-Tush," and Bernard Walton as "Ne-Ban" won much favor in their several roles. Ernest Henby as "Nanki-Poo" was an earnest lover. The work of James B. Cobb as the "just and humane Mikado" was inimitable.

The brilliant chorus contributed their quota of excellence to the performance; their work showed splendid training. Not for one moment did either chorus or cast seem amateurish, but played their parts with assurance and ease. The fine quality of fresh young voices heightened the brilliancy of the musical effect. The Howard University Orchestra accompanied the entire performance, giving valuable support, brilliance and color.

The University is taking the lead in giving to its students and the Washington public the best in music as well as in drama, and it is the aim of Miss Childers to present from time to time the finest in solo and *ensemble*.

G. C. U.

Special Articles

THE LIBRARY OF CONGRESS.

By Madison W. Tignor, '23.

THE Library of Congress was founded in 1800, about the time that the Government was first established in Washington. The books were first shelved in a portion of the Capitol. The entire collection was destroyed in the War of 1812. Jefferson, who was then living in retirement at Monticello, offered to sell the Government a large part of his library, comprising about 6,700 volumes, for $23,000. This offer was accepted, and with these books as a nucleus the Library of Congress began to grow. On December 24, 1851, a fire destroyed about three-fifths of the collection. A liberal appropriation for the purchase of books to replace those was made by Congress, and from that time to the present day, the growth of the Library has been unchecked. The present building was completed in 1897.

Accessions to the Library are now made by the operation of the copyright law, by gift, by purchase, and by exchange. During 1922, 26,115 books and pamphlets were given to the Library; 23,339 were bought by the Library; 15,597 were acquired through the copyright law; and 12,579 came through exchange with foreign governments. The Library of Congress receives in one year as many books as some large city libraries have in their entire collection.

The site of the Library comprises two city blocks. It is bounded by First, Second, East Capitol, and B Streets, southeast, and is practically an extension of the Capitol grounds.

The first feature of the granite edifice likely to attract the attention of the visitor is the golden dome at the apex of which is the emblematic Torch of Science. The approaches to the building are extensive and imposing. The fountain, the ethnological heads, the bust of celebrated *literati,* the heavily sculptured doors—all make the exterior one of the most ornate in the country.

As one enters the building, there present themselves to view magnificent stairways, corridors bounded by columns of Italian marble and elegantly decorated with gold, a triumphal arch, rich paintings—all uniting to form a picture wonderful beyond description.

On the main floor is located the reading room of the House of Representatives. No apartment of the building is ornamented more lavishly or more sumptuously appointed. Adjacent to this room is the Senate reading room. In these rooms are skilled attendants who aid members of Congress in their research. The Periodical reading room, containing

a large number of magazines and newspapers from almost every American's "home town," and from many foreign countries, is on the same floor. During 1922, 652 different newspapers published in America, and 120 published in foreign countries, were received. The collection of American eighteenth century newspapers is unrivaled. This rich collection of varied material is being daily explored for economic, historical, political, social and literary data. The collection of maps and charts is enormous. Mention should be made of much fifteenth, sixteenth and seventeenth century material that is to be found in this room.

The most important section of the Library is the rotunda containing the main reading room. From this room radiate four large compact systems of bookcases, called stacks, consisting of nine floors each, on which thousands of books are kept. The sculpture, the statuary, the paintings and the variegated marbles of the walls make the room the richest and the most beautiful reading room in the world. It is lighted by approximately one thousand and twenty-five electric lights.

Any one is permitted to use the books, but only members of Congress and certain high officials can take books out of the room. Readers first consult the card catalogue, then write the titles, authors, book-numbers, and desk-numbers on the request slips. They present these slips at the central desk. The assistants fold the slips, place them in tubes and send them by compressed air to the particular decks or floors in the stacks. (The pneumatic tube system connecting the stacks with the reading room resembles the system in department stores, which connects the various floors with the cashier's desk.) The attendants on the decks receive the calls, go to the shelves, get the books and place them on an endless chain of shelves which is in continuous motion. As the shelves pass the central desk, the books, which have been brought down on them, slide off into receptacles from which they are delivered to the readers. On the average, fifteen minutes are required to secure a book.

Valuable, however as is the use of machinery in connecting widely distant portions of the Library, it is even more important in bringing together the Library itself and the Capitol. An underground book-railway extends from the basement of the Library to the basement of the Capitol. Through the subway, just large enough for one to enter to make needed repairs, journeys an endless cable which carries two trays back and forth. Books are placed in a large leather pouch, which is placed on one of the trays. A button is pressed to start the machinery, and the books, in five minutes, are delivered at the other terminal. Although the railway is without engineers and conductors, casualties never occur.

Every possible convenience is made for readers. About 209 can be accommodated at one time in the main reading room; about one thousand in the entire building. The alcoves, which contain over 15,000 volumes, are well adapted to the use of special students. One alcove contains a

large number of new books. Separate tables are assigned to serious investigators; on some typewriters may be used. The Orient is represented by many scholars who are busy from morn till night. Several of our race have also taken advantage of the special tables. As some evidence of the importance of this service to scholarship, it may be noted that among the 160 persons who held these reserved tables during the past year, there were 25 authors whose published writings are represented in the Library's catalogue by at least 370 titles. At one of these tables was written one of the year's most important publications in the field of international law, a monumental work in two volumes. Another of these 25 authors was awarded, last May, one of the $2,000 Pulitzer prizes for a historical work. In this connection it is interesting to note that the serious use made of the Library far exceeds the recreational use. Books of fiction formed, during 1922, only 4.78 *per cent* of the total number of books used.

Through the courtesy of the Congressional Library, its resources are put at the disposal of other libraries. Howard University has often been helped in this way. Books are lent to libraries throughout the country for the use of investigators engaged in research that is expected to enlarge the boundaries of knowledge.

No sketch of the Library of Congress would be complete without mention of the various collections. The collection of Chinese books is the largest outside of China. Japanese books are also deserving of mention. The Russian collection, numbering over 80,000 volumes, is the most extensive in the Russian language in the two Americas. Especially valuable and already much consulted are the volumes on the Russian natural resources, the Soviet publications, and the literature published abroad by the various parties, including the Bolsheviki and Monarchists. The collection is named after Yudin, a Russian merchant living in Siberia, who sold to the Library this, his private library, for a third of what he had expended in accumulating it during a period of over thirty years.

The colored authors' collection has been housed in the Congressional Library since 1914. It was first the private collection of Mr. Daniel Murray, an assistant in the Library. This group is entirely separate from the large numbers of books by colored authors which are catalogued in the various classes of the Library. Many rare volumes and pamphlets are in his collection, now numbering about 2,000.

Not even those to whom the gift of sight has been denied are deprived of the privileges of this great National Library, for a specially fitted room, with books of all kinds in the raised print, has been arranged for the blind. Students of Semitics, who have had to rely entirely on European resources, can find in the Congressional Library abundant material. The collection of Hebrew books is the largest in America. It covers all fields of Jewish learning, religious and secular, from hoary antiquity to

the present day. As might be expected, the Biblical section of the Hebrew collection is of the first rank. There is a long series of editions of the Bible, beginning with the sixteenth century.

The Congressional Library can best be described as many libraries in one, since many of the divisions themselves are as large as the libraries in many of the metropolitan centers of the country. One of the most interesting divisions is the Bibliography division. It concerns itself with compiling and publishing lists of references on topics of current interest. Mr. H. H. B. Meyer, who received the honorary degree of Doctor of Letters from Howard University in 1922, is Chief Bibliographer.

The Division of Music has the custody of the collection of music, which numbered, in 1922, 954,304 volumes and pamphlets. The Library now owns one of the largest and finest collections of music in the world, and by far the largest in America.

Many papers contained in the Manuscript Division are priceless. In addition to the original copies of the Declaration of Independence, and of the Constitution of the United States, mention might be made of manuscript journals of the British House of Commons, during the reign of Charles I, of the private correspondence of almost all of our Presidents, letters and diaries relating to the American Revolution, and to the French Revolution and Confederate State Papers.

The Card Division has charge of the collection, distribution, and sale of cards. The stock now numbers about 65,722,500 cards, which are stored in serial number in steel cases. One copy of almost every card published by this Library can be found in the principal libraries of the country. The number of libraries and individuals purchasing the cards regularly has exceeded the three thousand mark.

The Division of Documents acquires, arranges, and makes available the publications of municipal and state governments. This division has charge, also, of the exchange of publications of the Federal Government for those of other nations. The Catalogue Division classifies, shelf-lists and labels books; it prepares a copy of catalogue cards and files cards in the various catalogues of the Library. In the Library is also a branch of the Government Printing Office.

The Library of Congress, the third largest in the world, is the Mecca for students and visitors from all parts of the world. In spite of the heat of summer and of the snows in winter, college professors and students from Asia, Africa, Europe, and the Americas are found in all of the sections of the Library, poring over heavy tomes and ancient pamphlets. One will find not only the young student diligently absorbed in his studies, but also the hoary-haired lover of books. About 3,000 people daily visit the Library.

THE NEGRO YOUTH AWAKENING.

By J. ALPHEUS BUTLER, JR., '26.

IN the back part of a magazine stall, more than a year ago, a friend of mine handed me a magazine.

"Read that," he said, pointing to the leading article in it. I did. The article concerned a Youth Movement then first making itself evident in Germany.

Since then other Youth Movements have arisen. Indeed, the "revolt of youth" has been in progress for a century or more, having begun with the passionate outbursts of Shelley and Swinburne. The later movements merely attempt to carry further the ideas of these immortals. For instance, there were the "Golden Lads," or "New Elizabethans," of England, of whom E. B. Osborn wrote in the *Sphere* (London, 1917): "Even before the war gave them the greatest of all their opportunities to justify it, these young men knew and practiced a large-horizoned philosophy of living which scorned social conventions and scoffed at party factions." Then there was the outburst in 1920 of Beverly Nichols, President of the Oxford Union: "Throughout history youth has been exploited. * * * If you wish to see what young men think of war today, you will not find their opinion in any of the Romantics of the Victorians. * * * You will find it in the verse of Siegfried Sassoon. * * * It is white-hot bitterness." There was, further, the statement by Bruno Lasker concerning the German Youth Movement (*The Survey*, December 31, 1921): "They are of the new, democratic youth movement which has broken all ties with merely protective societies organized by the old for the young." There is also the movement represented by the foreign students brought to America by the "National Student Forum," representing five countries. "There are great possibilities for your country," I said to Mr. Antonin Palecek of Czecho-Slovakia. "It all depends upon us," he replied, referring to the young men and women.

And now the Negro Youth Movement comes into being. The leaders of this movement, enthusiastic, bubbling over with new ideas, are ardently engaged in fashioning a type of thought and ideals which will provide the kind of leadership the job of tomorrow will require. Many will ask: "What is the Negro Youth Movement? Where did it begin? Who began it? Who are its leaders?" The Negro Youth Movement is the designation used here for the thought and ideals characterizing the new Negro student leadership of America.

The New Negro, of which many idealists of the race and of the opposite race love to speak, has heretofore been an idea and a vision only. The nucleus of the growing type is now in our colleges and universities. But up to the present, the new youth has never come to the front with any

definite ideas for the full cultural, economic, and political development of the race, and asserted them in clear, unmistakable language.

"White America" has seen the revolt of the younger generation expressed in its literature. "Negro America," in the utterances of student leaders in clubs, debating societies, and college publications the land over, is learning the trend of thought of the new Negro youth. The younger generation of white novelists have sacrificed all tradition to a complete self-expression. The younger generation of Negro student thinkers are disregarding all acquiescence in what to them is but a stagnant state of affairs. All youth awakenings have generally pointed toward progress, stimulating to progressive activity. This world awakening of English, French, German, Czecho-Slovac, America, and American Negro youth is no exception.

A group of Negro youths, representing several colleges and universities, have for some months been engaged in discussing a movement among their group which would be to a great extent concurrent with other youth movements. The leaders of this movement have, for a number of years, been doing independent thinking of their own. They have not attempted to spread any progaganda; they have not formulated any creeds or doctrines. They have been thinking, and exchanging ideas. Their thought has by no means been concurrent. For instance, one student feels that production lies at the bottom of the solution of the race problem, and says: "It might appear that the present leaders of America might demand whatever they wish, since they are so well versed in politics, and economics, and sociology. But what is the basic principle of wealth? Production. Despite arguments to the contrary, government is essentially built upon and ruled by wealth. It should not be, but we are unable to change." It is his opinion that the essential thing for us is that we should be a producing race. Another student believes that we should first of all solve local problems as they present themselves, and from the foundation of ideal local conditions build the new race. Still another advocates that we join in with the group of white students who have banded themselves together for purposes of self-expression and unified revolt against undesirable existing conditions, and from their point of view attempt the solution of our own problem. To this end efforts are being made for the formation at Howard University of a branch of the "National Student Forum."

In a general way, however, student thought in America today is not engrossed in mere criticism of the existing order, uselessly expending energy on destructive arguments. It is advocating constructive ideas. It is not confining itself within narrow limits, but concerning itself with all the multiplicity of interests of youth itself. It proposes to embrace the arts as well as the trades, the professions, and the industries. Especially are young Negro youth in colleges interested in manifestations

of the creative genius of the Negro. This is manifested by the renewed interest in folk lore which is shown by many Negro college students the land over, and by their ready enthusiastic reception of recent novels about the Negro, as well as verses by Negroes. The possibility of a Negro Theatre seems to be uppermost in the minds of several of the forward-looking Negro youth of several colleges. A student says on this point:

"I think that in the future the Negro Theatre, the right kind, will play as important a part in shaping the destinies of the Negro race as the Church. The Negro must awaken the latent powers that lie within him. To do this he must create his own Theatre, in which there will be given the opportunity for him to develop his creative powers. It is surely evident that he possesses creative imagination. The Negro Theatre of the future is going to be one of our greatest moral influences."

The concensus of opinion among student leaders is that it is time for us actually to do something. Our leaders are all stepping forward with individual solutions, paying little attention to the need for a common ground from which we may work at this time to build up the race of tomorrow. It is obviously up to the Negro youth, the Negro student, to show the way.

Enthusiastic youthful exponents of the "Negro Youth Movement" see in it the possibilities for the establishment of a newer and more glorious manner of living. From the fact that it will be allied closely with other movements the world over possessing practically the same ideals, it is certain to be important and successful.

The movement does not intend to draw the issue of revolt as that of *Youth versus Age,* but rather as that of *the Progressive versus the Stagnant, the Competent versus the Inefficient.* It seeks the fundamental weakness of the situation and proposes to work from the bottom up—a method which appears to be the reverse of that used by present leaders. It seeks also to identify itself with the age in which it finds its expression.

Mr. John E. Winston, a student at the University of Detroit, has well summarized the thought of the Negro student of today: "What is essentially needed is something new, entirely different, and entirely more practical. It seems that today newness is the most prevalent desire, the most cherished hope, the most universal want. So I believe in outlining a new program that will deal in some new idea, and I further believe that it will be utterly unwise to pattern after that which is existing, and which has accomplished nothing."

A VISIT TO A NEGRO UNIVERSITY.

By WILLIAM A. ROBSON

of the European Student Mission.

To Florida or California go all the pleasure seekers and holiday makers who come to America from Europe; to New York or Chicago go the business men and travellers of commerce from the old and troubled world; to Washington go those who are *en mission* and yet whose purpose is neither commerce nor pleasure. That is, the capital receives unto herself as her own and particular guests all of those whose purposes are concerned with high official business, with the borrowing and repayment of incredible sums of money, with scientific investigation, with education, art, music, with schemes of social improvement. Yet of all those that come within the city walls few indeed become acquainted even in name with what is perhaps the most significant institution to be found not only in Washington, but in the whole of the United States of America.

I refer to Howard University, the largest and most important Negro University in America, where I had the privilege of passing five or six of the most illuminating days of my life. It would be insincere not to confess that, prior to my visit, I shared to some extent the feeling of prejudice against colored people that is felt by most persons who have lived in an atmosphere where that prejudice is part of the ordinary stock-in-trade of the conventional mind. I had even come to believe in the ridiculous myth that there exists in the average white person an instinctive aversion to a colored man; but one hour in the company of these charming and cultured young men and women convinced me that the prejudice is entirely the result of an artificially acquired and purely intellectual suggestion that pervades the social atmosphere of white society; and the similar experience of my European companions supported me in this belief.

Howard University was founded in 1867, shortly after the close of the Civil War, by Major-General Howard, who was then in charge of the Freedmen's Bureau. It started life as a weakling, but today it stands foursquare and faces the world as a healthy, vigorous university embracing over two thousand students of both sexes, and awarding degrees in art, law, science, medicine and other subjects. It has a distinguished teaching staff of white and colored professors; and ranks in scholarship with the leading universities in the United States. Most of the students reside in the University; but the economic position of the colored people is for the most part a straightened one, and in consequence many a student at Howard has to "work his way through." Nevertheless, the social and athletic life of the University is a full one; and it is nowhere better

realized than at Howard that the real spirit of a university education is not to be sought in lectures or reading alone.

All that has been said so far is descriptive merely of external things; and the significance of Howard lies not therein, but in the extraordinary spirit which animates these two thousand eager young men and women. They are refined, hardworking, clear-thinking: an intelligentsia of which any race might well be proud. They have the most agreeable manners, are deeply conscious of a bond among themselves, and are keenly interested in the great world problems of the day. There is among them an attitude of enlightenment and a spirit of liberality which might put to shame many a better-known university on either side of the Atlantic.

One of the great world problems of which they are specially conscious, and with good reason, is that appertaining to the relationship between the white people of the American nation and their own race. For just consider their position even in Washington itself, the very capital of the country which nearly perished in conflict over the question of freeman or slave. The visitor may go to Arlington Cemetery, a few miles outside the city boundaries, and gaze upon the graves of the soldiers who died in order that slavery, too, should, die; he may go in turn to the prodigious new Lincoln Memorial where a huge statue of the great President sits encased within the walls of a beautiful Greek temple, and there read again the moving words of the first and second Inaugural Addresses engraved upon the panels of stone; he may go from there to the hill upon which is set Howard University, a center of Negro light and learning, and gaze from here down upon the capital city of Washington, and upon the gleaming dome of the Capitol itself, whereunder sits not a single colored Senator or Member of the House of Representatives, in Congress assembled. In that city below the hill no theatre which is open to white men and women will receive even the most brilliant of the students from the Howard peak; in no restaurant where white men are served will a colored scholar be permitted to eat a meal; and on all save certain hair-dressing establishments are written the menacing words "White Barbers." If one of these highly educated young students or professors goes to a soda-fountain for a drink he will be asked to produce his own glass; and I have myself seen mere children remain standing in a tramcar than sit next to one of these colored gentlemen.

It is difficult to feel that a contemptuous segregation of this kind, absolutely indiscriminating as it is, does not constitute a grave slur upon the people of the United States of America. This absolutely unjust treatment of the advanced Few, manifested anew quite recently in the decision of the President of Harvard, to refuse colored men admittance to the freshman dormitories (where residence is compulsory for white men) is in some respects more iniquitous than is the wholesale differentiation against

the backward Many, who are, in practice, for example, for the most part disenfranchised in the South under various pretexts.

However this may be, one of the significant features of Howard University is the simple fact that colored students alone inhabit it, and are very largely proscribed elsewhere. There is among the students at Howard a fair sprinkling of colored men from other lands, and among them is a group of British West Indians. Every one of these West Indians told me that the intolerance toward Negroes which is shown in America is unknown in the British West Indies; and on account of this they all eagerly sought my assurance that the West Indian Islands would not be sold or bartered by Great Britain to the United States.

The remarkable musical and dramatic genius of the colored American people is alone sufficient to betoken an advancing race; but there is unmistakably shown as well, by every other test of character and intellect, a progressive human force arising with a potential contribution to make to the improvement of civilization. A highly-selected and as yet quite small section of the Negro people is marching slowly but steadily forward to power and the mastery of life by the only path by which that can be achieved: namely, by education. Surely they should be helped by a frank recognition of their ability to meet the white men on equal terms, where that ability exists as a fact, as it notably does at Howard University.—*The New Student,* February 10, 1923.

MENTAL MEASUREMENTS OF NEGRO GROUPS.

By CHARLES S. JOHNSON

Director, Research and Investigations.

The measurement of intelligence involves, to say the least, some risks. Intelligence itself is such a vague, uncertain and indefinable quality that objective units of measurement are not easily found. Beyond the extremely speculative risk involved in measuring something that has not as yet even been defined, there is a greater danger in the assumptions now current and authoritatively supported that the results of such tests as are applied are not only measurements of intelligence but of the capacity for it.

Fortunately for the psychologists in this country there has always been material for comparison in the white and Negro populations. It was possible at least in this field to experiment, classify and deduce fundamental differences between the white and Negro groups with little or no risk. For, on the one hand, the results invariably supplied the proof of a superiority already assumed, and, on the other hand, such assertions were always blessed with a singular freedom from effective protest. It is so absurdly easy to prove almost anything where there exists a *will to believe* that the elaborate gestures of scientific thoroughness at times seem grotesquely out of place.

Less than fifty years ago, when anthropology was in its infancy, the actual humanity of Negroes was seriously denied. Later cranial measurements "proved" Negroes hopelessly incapable of absorbing white man's civilization. As the science of anthropology developed, however, a wider selection of subjects for study and more accurate instruments of measurement eliminated to an embarrassing degree the personal bias and preconceptions of the investigators. One instance will illustrate:

In 1906 Dr. Bean seized upon the theory advanced by Spitzka and attempted to apply it to 150 white and 150 Negro brains. He found definite and important variations according to race. His conclusions were widely accepted and are commonly quoted as scientific evidence. Under most extraordinarily advantageous circumstances, however, the accuracy of his findings was tested by Franklin P. Mall, an associate, who used the same brains, but took precautions to eliminate the personal equation. His instruments of measurement were more accurate, and, to insure objectivity, he had the racial labels covered until his measurements were made. The results were astonishingly different. Almost invariably small but constant differences weighed against the Negro brains and in favor of the white brains. To quote Mall:

I have tabulated as Bean did the area of the genu with that of the splenium in

106 brains and do not find that the symbols for the brains of the two races separate. Most of the Negro brains in my chart are intermixed with the white man's brains above the line which separates them in Bean's chart. My measurements were all made by tracing the outline of the corpus callosum with the very accurate projecting apparatus made by Hermann of Zurich, while Bean's were made with a less precise instrument borrowed from the Smithsonian Institute. The areas of both Bean's and my own were made with a Conradi planimeter whose minimum registration is 10 sq. mm. In order to exclude my own personal equation, which is an item of considerable importance in a study like this, all of the tracings as well as the measurements of all of the areas were made without my knowing the race or sex of any individuals from which the brains were taken. The brains were identified from the laboratory records just before the results were tabulated."[1]

It is, of course, entirely presumptuous to question the results of the investigators who with such unfailing consistency reach the same conclusion. A certain generosity of judgment on points of doubt, however, might be extended to that group about which such highly questionable deductions have been made in the past. To this caution might also be added the dangers inherent in judgments upon a group which stands by force of circumstance in a position making these conclusions not only expected but practically demanded.

Experiences of the past have shown that Negroes cannot always be assured of a strictly unbiased examination, and it is a common observation that there does exist a certain very considerable body of fixed opinion concerning them not wholly favorable or complimentary. Added to these dangers is the all important fact that they live in a maze of environmental circumstances and handicaps from which it is extremely difficult to eliminate purely psychological factors.

Before accepting these findings without qualification consideration should likewise be given to the possibility of certain definite purposes not wholly compatible with the objects of science behind these examinations and conclusions. For example, when anti-slavery agitation attacked the conscience of slave holders, support for the institution was found not only in the Bible, but in ethnological research which proved such extraordinary things as that

"A remarkable peculiarity of the prognathous race is that any deserved punishment inflicted upon them with a switch, cowhide or whip puts them into good humor with themselves, and the executioner of the punishment, provided he manifest satisfaction by regarding the offense as atoned for."

Or that

"The ethical elements assimulating the Negro to the mule, although giving rise at times to Dsysenthæsia Ethiopia, are of vast importance to the prognathous race,

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[1] *The American Journal of Anatomy*, Vol. IX, No. 1.

* EDITOR'S NOTE: Reprinted, with permission, from the February issue of *Opportunity*.

because they guarantee to that race an ample protection against the abuses of arbitrary power."

The frank interest frequently expressed in the industrial education of Negroes as a means of training Negro domestics and manual laborers if they are to be educated at all, makes somewhat more difficult the unreserved acceptance of comparative tests of whites and Negroes which conclude that industrial education is the only kind for which Negroes are fitted. This scepticism is not diminished when no such conclusion is reached regarding those white pupils who fall within the limits of the ratings assigned to Negroes. A further fact of importance characteristic of all the tests in which Negroes have been concerned is the method of charting the intelligence found. This line is invariably drawn according to race, in spite of the fact that both races are represented in all the so-called divisions of intelligence.

THE INTELLIGENCE OF NEGROES AS REVEALED BY DR. MAYO.

Perhaps careful and impersonal studies will eventually reveal such gross racial differences as are at present alleged and widely accepted, but the obvious difficulties to accuracy and the striking errors of judgment in the foremost attempts scientifically to establish fundamental mental differences between whites and Negroes, provoke an honest scepticism. Just recently Dr. A. F. Tredgold, M. D., F. R. S., Edinburgh, in addressing the Eugenics Education Society in England on the inheritance of mental qualities, cited as his sole proof of racial differences in the potentiality for development on educational lines, a comparative racial study made by Dr. M. J. Mayo in the Public Schools of New York City in 1913. Said Dr. Tredgold:

"It has been found in certain schools in New York City in which children of black and white races are educated side by side, that there are constant and important mental differences. The colored groups require from a term to a year longer than do the whites to complete the course, and in every study the whites attain a higher average of scholarship."

Now, these "constant and important mental differences" may have existed, but Dr. Mayo, from his study, could not possibly have found them. In the first place, he made his study from records. On these records nowhere in New York City Public Schools do they or did they in 1913 give any indication of the color of the child. As a starting point, therefore, it was necessary to rely upon the memory of the teacher. Dr. Mayo himself admitted that "by colored pupils are meant such as are reported by teachers as 'colored' and doubtless only those are included who were obviously possessed of a considerable degree of Negro blood." Doubtless, also, only those are included who are definitely remembered as colored, and where, as in the case of this investigation, the question of

the advisability of separate schools was in mind, it is not unthinkable that color would be more easily remembered in connection with the least brilliant of the colored pupils. The units employed to measure the mental capacity of these two races were the ratings given by teachers, a purely arbitrary matter easily susceptible to the influence of personal bias, the response of the child to the personality of the teacher and the attitude and interest of the teacher. It is possible, of course, that none of these vitiating circumstances entered, but all of the elements are present here that appear in instances in which such circumstances do play an important part.

The investigator admits that "the significance or lack of significance of school markings, and their arbitrary and unscientific character are often subjects of comment and unfavorable criticism." This, however, did not deter him from taking them as the basis for deciding a very grave issue. Two important "discoveries" were made.

(a) That for the colored pupils on an average, there is a considerably greater retardation in the grades and that they are more advanced in age on entering the high school; that four per cent of the white and 25 per cent of the colored pupils entered after the 17th birthday; that 27 per cent of the whites are as old as the median age of the colored and that the whites are more regular in age on entering school.

(b) That considering the entire scholastic record, the median mark of 150 white pupils is higher than that of the 150 colored pupils, that 25 per cent of the colored pupils reach or surpass the median mark of the whites.

In the finding covering the greater age of Negro pupils on entering High School the prior educational equipment of Negro children is entirely overlooked. The Negro children were in many instances of families that had migrated from the South where colored schools, in point of organization and in the training and number of teachers, are notoriously bad. A Study of Colored Children in the Public Schools made by Frances Blascoer in 1914 for another purpose, unfortunately for these findings, revealed the presence of this element. Of 147 cases of retarded children studied, 33 per cent had attended other schools, principally those in the South, and of the 98 that had attended New York schools only 28.4 per cent began school retarded. It further pointed out that of the 147 retarded children studied, 58 including those attending New York schools only, and those attending other schools, entered over age.

Certainly late entrance to school is no evidence of constitutional mental difference and, as might reasonably follow, the fact that beginning late they ended late is not convincing evidence of mental difference.

The assumption advanced that the whites and Negroes in high school represented the same economic class suggests another error of judgment on an important issue. There is much evidence that differences in economic status do register in scholarship as well as in attendance. The fact

that white and Negro children are in the high schools together is no evidence that the two groups represent the same or similar economic classes. The occupations to which Negroes are limited do not permit a level of income common to that group of whites represented in the high schools. If anything, the struggle within the Negro group to maintain children in school is intensified.

Recent light has been thrown upon apparent tendencies to differences even within the white groups, according to family income. The study of the intelligence of high school seniors made under the direction of the Psychological Laboratories of Indiana University in 1921 showed that the scholastic records of seniors belonging to the lower income groups were much less than the records of seniors belonging to the higher income groups, although the highest records were made by pupils belonging to the income group of $2,000 to $3,000—the families regarded as being in comfortable circumstances. Significantly enough the income of Negroes most nearly approximates the lowest economic group represented in the study of seniors. Few Negro families fall within the group with the highest incidence of good records.

The racial groups with which the Negroes were compared provided an ample contrast from this point of view. The English, German and Jewish families used represented nationalities of superior economic status as well as educational background.

The actual difference of 4 per cent found was indeed small—in fact, hardly large enough to cover ordinary errors of calculation, and certainly not sufficient to base any deductions as to different mental capacities upon.

If all the foregoing questions covering accuracy and unbiased rating were disregarded there still remains an inconsistency for which only one explanation appears. It is noted that the greatest differences in markings of white and Negro pupils occur in the less exact subjects. For example, in English the median mark of the whites was 69; of the colored 62. In mathematics, however, the median mark of the whites was 69 and the colored 65; Dr. Mayo admits that he cannot understand why the colored pupils make relatively the lowest showing in English and the highest in mathematics, especially in arithmetic and algebra. He has an explanation for their relatively poor work in English in the low state of culture of their homes, but there is no explanation of the "startling" fact that they did their best work in mathematics. All of the older school anthropologists support the belief that they surpass "in work requiring memory and a skill for imitation." Dr. Mayo thus in his quandary quotes the view of Ratzel, who states regarding the Negro that he "readily picks up foreign languages and learns to read in a short time," and of Shaler who states that

"With rare exceptions his (the Negro's) ability in the field of mathematics is far less than that of the Aryan and the Semite. The mathe-

matics which require constructive ability of the higher kind, as algebra and geometry, are generally beyond the capacities of these people."

And here the subject rests.

The suspicion of the personal element in the markings is irresistible. One might expect in a true test of mental differences that in the exact sciences in which the teacher obviously has less opportunity to insert his personal equation, the disparity would at least be as great as in those subjects like English, for example, where the opinion of the teacher as to accuracy and correctness has a wider play.

The method by which the trifling and uncertain differences are presented is another factor to be considered. By careful jugglery of words they are made to appear much more important than they really are. For example, he makes such a statement as this: "Forty-six per cent of the colored pupils reach the mark attained by 50 per cent of the whites." It could be stated just as accurately but with less pretense of difference if it were said simply that 92 per cent of the Negroes received the median mark given the whites."

THE ARMY INTELLIGENCE TESTS.

No less an authority than Dr. M. R. Trabue, Director of the Bureau of Educational Service, Columbia University, is responsible for the surprising discovery that the more accurate measurements of the Army tests not only confirmed the findings of Dr. Mayo, but actually increased the racial difference." These Army Tests, devised particularly for the purpose of eliminating the feeble-minded and selecting officers by a rapid classification, have come to serve the purpose of a coterie of students bent on establishing differences in actual mental capacities. In this exaltation of an aristocracy of superior minds, the American white public has not wholly escaped. The Tests are accredited with revealing the existence of less than 5 per cent of "talent" and a surprising amount of imbecility. The imposing question mark behind the whole principle supporting the intelligence tests as now employed, has been most aptly pointed out by Walter Lippman in a recent series of articles on this subject appearing in the *New Republic*. He said:

"It is quite impossible for honest statistics to show that the average adult intelligence of a representative sample of the nation is that of an immature child in the same nation. The average adult intelligence can not be less than the average adult intelligence, and to any one who knows what the word 'mental-age' means, Mr. Stoddard's remark [2] is precisely as silly as if he had written that the average mile was three quarters of a mile long."[3]

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[1] The Intelligence of Negro Recruits, Natural History, December, 1919.

[2] Mr. Lathrop Stoddard in "The Revolt Against Civilization" said: "The average mental age of Americans is only about fourteen."

[3] *New Republic*, p. 213, October 25, 1922.

It is not surprising, in view of the revelations of mental weakness in the indefinite general public, that the curse of an even more abject mental poverty should be lowered again on the "familiar" brow of the Negro. Here, however, there is no protest. On the contrary, the consistency of findings in regard to them are taken as arguments for the accuracy of the tests. The tests are, of course, recognized as the most authoritative measurement so far made of the mental differences between the white and Negro groups. These comparative gradings, reached by making a selection of 93,973 white and 18,891 Negroes, are as follows:

	No. of Cases.	Percentage Making Grade						
		D—	D	C—	C	C+	B	A
Whites	13,973	7.0	17.1	23.8	25.0	15.0	8.0	4.1
Negroes	18,891	49.0	29.7	12.9	5.7	2.0	0.6	0.1

This difference is expressed in a more popular manner by Dr. Trabue when he says: "The average Northern Negro has ability to learn new things which is about equivalent to that possessed by the average eleven-year-old white school boy; while the average Southern Negro is about as capable in his intellectual capacities as the average nine-year-old white school boy."

(a) The differences would tend to be constant.

(b) The differences would apply equally to Negroes living in the North and South, most especially in the case of Southern-born Negroes living in the North, or Northern-born Negroes living in the South.

(c) The differences would apply equally to rural and urban Negroes.

It will be noted that words like "ability" and "capacity" are employed and are tied up inferentially with "heredity." It is as true of these tests and the finding therefrom, as of the Mayo Study, that although such fundamental racial differences as are alleged may exist as applied to Negroes, the probabilities of error are too great to accept them without grave reservations. If these differences are racial, the following would most likely be true:

(d) The differences would be based upon ability to learn rather than upon information.

(e) The rating would not be seriously altered by extended time of the tests or by repeating them.

(f) The two groups would have been tested under similar conditions.

(g) The same experiences would have been assumed.

The Army Tests admittedly were designed to facilitate the selection of personnel for the different branches and ranks of the service, and in the making of the tests they were so timed that "5 per cent or less in any average group would be able to finish in the time allotted." The Army, it has been pointed out, needed about that percentage of men immediately for the officers' training camps.

This intention was even more manifest with respect to the Negro re-

cruits. Their use as service troops had been decided upon long before they were tested. Moreover, when the tests were made the examiners were specifically instructed to grade them on the basis of this decision. Says the Report of the Psychological Division:

"In the examination of Negro recruits, Camp procedure was determined by the *practical needs* of the Army. Examiners conducted their work with the object of rendering practical assistance to the military organization, and the collection and study of scientific data were always incidental to this main purpose."

[1] Phychological Examining in the United States Army, Memoirs National Academy of Science, p. 705.

As further evidence of this purpose, the Report continues:

"The matter of distribution according to grades of intelligence was of less importance in the case of the Negro and the matter of elimination was not so much one of excluding the lowest from the regular military service as it was one of admitting the highest."

The first serious vitiation of the statistics for comparative purposes thus appears. In the first place, they were not needed in any considerable numbers in the higher branches of the Service and the examiners were instructed to act accordingly. In the second place, the lowest classes of Negroes (D and D—) were accepted unless totally unfit, while among the whites three classes were

THE BETA TESTS.

The Alpha test was for literates; the Beta test for "illiterates." The latter, however, was designed not so much for "illiterates" as non-English speaking recruits. The experiences of examiners in applying these Beta tests to Negroes are most illumining. Camp Sevier, for example, in reporting on the thousands of Negroes examined in 1918, declared the test unsatisfactory as applied to Negroes because it "unnaturally limits the Negro mind where it is relatively strong—in the use of language." Camp Meade reported that "too large a percentage of the Negroes who should make high scores fail in Beta." Camp Dodge reported that "it took all the energy and enthusiasm the examiner could muster to maintain the necessary attention, as there was a decided disposition for the Negroes to lapse into inattention and almost into sleep." Indeed, the Report of the Psychological Division to the Surgeon General concluded that "The general consensus seems to be that Beta is not as satisfactory a test for illiterate Negro recruits as it is for illiterate whites."

This, of course, makes that type of test given to Negro recruits an important item. The Negro illiteracy rate is more than double that of the white. This fact, whatever its cause, simply doubles the incidence of Negroes for this unfair comparison. But more serious still, the Psychological Division states that "in some cases the Negroes were *all sent*

in a body direct to examination Beta" with no effort whatever to segregate the literate and illiterate. Of the Negroes 65.6 per cent were given Beta Tests as compared with 24.7 per cent of the whites.

With the white recruits the failures were re-examined. With the Negroes "the standard procedure was often modified to meet the unusual situation." Half the Negroes were rated "D —" on the group examinations and of those so failing about one-fifth were recalled and four-fifths allowed to go without further examination.[1] That re-examinations do result in improved ratings is clearly shown in the results of tests on this point. Of the Negroes making "D —" in the Alpha test and re-examined 86.9 per cent made higher scores and the per cent receiving ratings above "D" increased from 3 to 30 per cent.

Perhaps the most interesting question of all develops on the relative showing of Northern and Southern Negroes. Although representing the same race, there is as significant a difference in their ratings between sections and as great a difference between states as between races.

	No. Cases.	D—	D	C—	C	C+	B	A
Northern Negroes.....	8,165	19.6	27.6	22.1	21.4	6.7	2.3	0.6
Southern Negroes.....	14,994	55.7	26.4	9.8	6.2	1.4	0.4	0.1

When states are considered the difference is more pronounced:

	No. Cases.	D—	D	C—	C	C+	B	A
Illinois	1,139	10.6	32.4	28.1	18.5	6.5	2.4	1.4
Mississippi	1,919	57.1	30.2	9.2	2.8	0.8	..	..

It would have been most interesting to learn the comparative intelligence ratings for white recruits from Northern and Southern States, Massachusetts and Georgia, for example. This classification, however, has been wisely avoided and the explanation proposed that "in general, the staff feared to come to hasty conclusions upon the comparison of States with data of which the precision was so greatly affected by Camp differences," and that "its very importance * * * makes its undertaking seem unwise with the limited time and statistical assistance available to the office of the Section of Psychology."

The doctrinaire on the question of Negro mentality usually professes ignorance on the causes of this difference. The most frequent explanation is that the intelligent, or "sensible" Negroes move North, which may be in a sense true. This, however, would prove nothing about native capacity. The most pertinent and enlightening statistics on this point, it seems, are those provided concerning the relative school advantages for Negroes in Northern and Southern States:

[1] P. 708.

COMPARATIVE EXPENDITURES FOR WHITE AND COLORED CHILDREN IN SOUTHERN STATES.

	White.	Colored.
Alabama	$9.41	$1.78
Georgia	9.58	1.76
Louisiana	13.73	1.31
South Carolina	10.00	1.44

New York spends annually $45.32 per child, and Negro illiteracy is 2.9 per cent; Pennsylvania spends $36.20 per child, and Negro illiteracy is 6.1 per cent; Maryland spends $6.38 per child (Negro), and Negro illiteracy is 18.2 per cent; Mississippi spends $2.26, and Negro illiteracy is 29.3 per cent; Louisiana spends $1.31 per child, and Negro illiteracy is 38.5 per cent.

The median years of schooling received by the various classes of the draft were as follows:

MEDIAN YEARS OF SCHOOLING.[1]

Officers	14.7 Through Third Year College
Native White Draft	6.9 Through Grade 9
Foreign White Draft	4.7 Through Grade 5
Northern Negro	4.9 Through Grade 5
Southern Negro	2.6 Through Grade 3

In correlating intelligence ratings with years of schooling the Army Psychologists could not resist the conclusion that "Within each group such groups which are successively better schooled make successively better showing in the intelligence examination."

One is wise indeed to be able to draw a line with precision between what is not known because of lack of acquaintance or familiarity, and what is not known through sheer inability to learn. After all, what do the intelligence tests actually measure? The present foremost intelligence testers are assuming that they measure original nature, a quality fixed by heredity and, therefore, influenced and unaltered by education and environment. Such an assumption, if widely accepted would spell calamity to hope. "If the impression takes root," says Mr. Lippman, "that these tests really measure intelligence, that they constitute a sort of last judgment on the child's capacity, that they reveal 'scientifically' his predestined ability, then it would be a thousand times better if all the intelligence testers and all their questionnaires were sunk in the Sargasso Sea. One has only to read around in the literature of the subject, but more especially in the work of popularizers like McDougall and Stoddard, to see how easily the intelligence test can be turned into an engine of cruelty, how easily in the hands of blundering or prejudiced men it could turn into a

[1] P. 766, Education and Its Relation to Intelligence Examinations. *Ibid.*

method of stamping a permanent sense of inferiority upon the soul of a child."

But this is precisely what has been done already with the Negro group, and at that most unfairly. The ability to perform problems, or to reflect an understanding of the familiar environment is the nearest possible approach to a measurement of intelligence. Familiarity of objects as well as acquired habits of motion and conduct are thus expected to make a difference. A child reared in a normal home thus registers higher than one reared in an institution, and a city child higher than a rural one, so long, of course, as the objects familiar to the rural child are ignored in the questions given. This is most significant. The tests, as devised and submitted to Negro recruits, assumed that they were exposed to the same experiences, that being Americans their habits of life were the same, and that they were familiar with the same patterns of objects as the whites, who admittedly inhabit a completely different social sphere.

These are not mere generalizations. Over 80 per cent of the Negroes of the South, for example, live in the country, isolated from the elaborate paraphernalia of modern city life. The generation of age and eligible for Army Service in 1918 had little schooling and as a consequence read very little, thus further increasing their isolation. These factors are important in relation to their replies to the questions of the intelligence testers: "Who is Arthur Brisbane, W. L. Douglas, or Blanche Sweet and Marguirite Clark?"—actresses in motion pictures they are not permitted to see. Or such questions as where certain automobiles are manufactured; which carries an air-cooled engine; a Knight engine, and Delco System? These latter presuppose a thorough interest in auto cars and no interest is more discerning than that of ownership. The Negro recruits are also, presumably, expected to know, as evidence of their capacity for knowing, terms employed in bowling and golfing when participation in these games is virtually prohibited; to recognize phrases employed in the advertising of brands of tobacco and coffee when for at least two good reasons they never see them. The most difficult arithmetic problem given involved simple multiplication and subtraction. Facility with numbers, circles, triangles and squares comes with frequency of use, and this in turn depends upon the demands of their every-day experience. A bookkeeper could most easily surpass a bank president in the manipulation of figures, but this does not prove the bookkeeper superior.

This, however, is not as essential a question on the matter of the accepted significance of the results of the tests as another combination of the figures possible. If this difference is not fundamental, we are perhaps justified in assuming that increased sophistication and education would tend to equalize the results. If they are fundamental, distinctly and definitely racial, the fact that Negroes living in Ohio instead of Georgia would not alter the relation of difference; neither would the total

numbers when converted into percentages seriously affect the relation. But this is distinctly not the case. For the Negro recruits of Camp Lewis, for example, registered complete superiority over the whites of Camp Gordon, Camp Meade and Camp Pike. The Negro recruits from New Mexico scored 55.5 in A, precisely the percentage of the highest type of whites—the officers.

What seems most likely is that wherever there were Negroes in any large numbers, two tremendous vitiating factors were at work: the purpose of the Army to select them with a view to their usefulness in positions requiring more strength than intelligence; and the prejudgments of their examiners so aptly expressed by one of them:

"All officers, without exception, agree that the Negroes lack initiative; develop little or no leadership; and can not accept responsibility."

MY REFUGE.

By J. F. HAILSTALK, '19.

I have a refuge from the storms of life,
A haven, where my weary soul may rest,
Where hope, like sunbeams, cleaves the lowering clouds
And turns a night of woe to rosy morn,
Just as at dawn, when sleepy day awakes,
And with the sun burns up the veil that night
Has spread o'er all, then sends the happy lark
Winging along o'er the hill and dale to sing
The drowsy world its ever welcome song.
And this my shelter from the ivy blasts
Of rank injustices and cruel hate,
This place that's warmed by love's enduring flame,
Where truth and peace abide, and harmony
Like a sweet-smelling incense fills the air,
Is in my dreams—not empty dreams that come
And go like shadows flitting 'cross the lawn;
But visions such as prophets saw of old,
And that same faith which our forefathers had,
Who 'neath the stinging lash of slavery
Could smile and sing, and dare to forge ahead
Undaunted, unafraid, to nobler heights.

ALUMNI NOTES.

'04. DR. J. W. PARKS, School of Medicine, is Asbury Park's oldest Colored physician. Most of his professional career has been spent there and he has won a prominent place in the community.

'11. DR. J. W. PARKER and MRS. PARKER of Redbank, N. J., are both graduates of Howard, Mrs. Parker being a graduate of the College while Dr. Parker completed both his college and professional work at Howard.

'11. DR. J. C. MCKELVIE of Longbranch, N. J., was graduated from the School of Arts and Sciences in 1911 and from the School of Medicine in 1915. Mrs. McKelvie was also a student at Howard.

'14. MISS PAULINE OBERDORFER, Teachers College, is an instructor in the public schools, Asbury Park, N. J.

'14. DR. A. M. BURLEIGH, School of Dentistry, is practicing successfully in Long Branch, N. J.

'15. DR. E. A. ROBINSON, School of Medicine, was formerly an interne at Freedmen's Hospital. He later practiced in Washington. The last five years of his career have been spent in Asbury, where he has built up a large practice.

'15. PROFESSOR GUY S. RUFFIN, Teachers College, is teaching mathematics in the Kelly Miller High School, Clarksburg, W. Va. He has been signally honored by the Governor of the State by being appointed as one of the delegates to the Twentieth Annual Session of the National Educational Association which met in Washington from March 5th to 9th. Mr. Ruffin dropped in at the University during his visit, giving us news of his section, and reporting the organization of alumni associations for the Northern section of West Virginia. This group comprises about 25 alumni, the majority of whom are engaged in teaching. Their first constructive effort will be to do their bit toward the $250,000 endowment campaign fund.

'17. DR. JOHN HAYES, School of Dentistry, is the only Colored dentist in Asbury Park. He has a large patronage.

'20. DR. J. P. SAMPSON was graduated from the College of Arts and Sciences and later from the Medical School. After his interneship at Freedmen's Hospital he practiced one year in Montclair, N. J. He is now located at Asbury Park.

'22. DR. ANDREW NORRIS, School of Dentistry, is temporarily located at his home, Belmar, N. J.

MR. LEO C. SMITH, a former student of Howard, is now located at Smithfield, N. C., where he is in business and seems to be making rapid strides towards success. He gained fame as an athlete in 1913 and was a general favorite among the student body.

THE Department of History of Howard University is making a request for a copy of the October issue of the *Howard Standard* for 1898. It is thought that some alumnus or friend may possess one or more copies. Kindly mail to the Department of History in care of Professor Walter Dyson.

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'15. PROFESSOR GUY S. RUFFIN, Teachers College, is teaching mathematics in the Kelly Miller High School, Clarksburg, W. Va. He has been signally honored by the Governor of the State by being appointed as one of the delegates to the Twentieth Annual Session of the National Educational Association which met in Washington from March 5th to 9th. Mr. Ruffin dropped in at the University during his visit, giving us news of his section, and reporting the organization of alumni associations for the Northern section of West Virginia. This group comprises about 25 alumni, the majority of whom are engaged in teaching. Their first constructive effort will be to do their bit toward the $250,000 endowment campaign fund.

'17. DR. JOHN HAYES, School of Dentistry, is the only Colored dentist in Asbury Park. He has a large patronage.

'20. DR. J. P. SAMPSON was graduated from the College of Arts and Sciences and later from the Medical School. After his interneship at Freedmen's Hospital he practiced one year in Montclair, N. J. He is now located at Asbury Park.

'22. DR. ANDREW NORRIS, School of Dentistry, is temporarily located at his home, Belmar, N. J.

MR. LEO C. SMITH, a former student of Howard, is now located at Smithfield, N. C., where he is in business and seems to be making rapid strides towards success. He gained fame as an athlete in 1913 and was a general favorite among the student body.

THE Department of History of Howard University is making a request for a copy of the October issue of the *Howard Standard* for 1898. It is thought that some alumnus or friend may possess one or more copies. Kindly mail to the Department of History in care of Professor Walter Dyson.

The following letters to the RECORD, from different parts of the country, indicate that the Howard spirit lives over a wide area and that the children are constantly thinking of Alma Mater:

"46 N. Penn. Street, Indianapolis, Ind., February 15, 1923.

Mr. Clifford L. Clarke,
The Howard University RECORD,
Howard University, Washington, D. C.

DEAR MR. CLARKE:

I thank you for calling my attention to the fact that my subscription to the HOWARD UNIVERSITY RECORD has expired. You will please find enclosed herewith my check for one dollar ($1.00) covering another year's subscription therefor.

My life would not be normal without my regular receipt of the RECORD. I must keep in touch with my dear old Howard, and since I live so far away the RECORD is the best agency I have of doing so.

It is a live school periodical printed and arranged in a manner that will do credit to any school. I am proud of it.

Very respectfully yours,
(Signed) ROBERT LEE BROKENBURR."

"321 W. Main Street,
Johnson City, Tenn., February 10, 1923.

Professor G. M. Lightfoot,
Editor-in-Chief HOWARD UNIVERSITY RECORD,
Howard University, Washington, D. C.

MY DEAR PROFESSOR LIGHTFOOT:

Enclosed find money order to the amount of $1.00 in payment for this year's subscription to the RECORD.

I have thoroughly enjoyed each issue received.

With best wishes for continued success, I am

Very truly yours,
(Signed) SHIRLEY L. CECIL."

"413 N. 8th Street,
Muskogee, Okla., February 12, 1923.

Mr. C. L. Clarke,
Howard University,
Washington, D. C.

DEAR SIR:

Truly I should fall amiss if I should attempt to express the joy and gratitude I have felt upon receiving copies of the RECORD. Although I am more than a thousand miles away from the dear old Alma Mater, it has kept me in close contact with the activities and achievements of the University. So closely has it brought me in contact with it that I feel as though I am there roaming the old campus, sitting in the classrooms, listening to lectures, perusing volume after volume in the library and mingling with the student body in general.

Enclosed you will find a money order to the amount of one dollar for one year's subscription to the RECORD.

Thanking you very graciously for the copies which you have been so kind to send me, I am

Gratefully yours,
(Signed) C. A. RILEY."

"Room 34, Fridia Building,
Waco, Texas, February 13, 1913.

Mr. Clifford L. Clark,
Howard University,
Washington, D. C.

DEAR SIR:

Your letter and copy of the RECORD received. Find enclosed my check for a year's subscription.

The RECORD is a pleasing and refreshing visitor to my office, in distant Texas. I am of the class of 1912 and, although I have been silent in so far as the RECORD and Howard University are concerned, I have not allowed interest in either to lag. Have been busy ever since November 11, 1912, the day of my admission to the Texas Supreme Court. I find that to be from Howard Law School means much to a lawyer of our race. I have been received by the courts of Texas with every courtesy that I desired and can not complain about the rewards that the practice of law has given me.

I note with special pleasure the letter from John A. Davis in the RECORD and the account of the boys in the Missouri Bar Examination. Bledsoe, the Mason boys and Davis are from Texas.

I have a case in the Supreme Court at Washington from Texas testing the Texas election law under which they disfranchise the colored voter, and will be in Washington soon and look in upon you.

Trusting you may so extend the circulation of the RECORD that we may hold hands around the country thereby, I am

(Signed) R. D. EVANS."

WALDEN COLLEGE,
T. R. Davis, A. M., President.
"Nashville, Tenn., February 20, 1923.

Professor G. M. Lightfoot,
Howard University,
Washington, D. C.

MY DEAR PROFESSOR LIGHTFOOT:

Enclosed please find postal money orders for two dollars. One dollar is for my subscription to the RECORD, the other is for my subscription to the HOWARDITE.

It is with pleasure that I note the usual fine editorial touch to the RECORD. It is a pleasure, also, to observe the publication of the HOWARDITE, a copy of which I have received. And certainly I note with pleasure the great campaign launched for funds for my Alma Mater. I shall contribute to this fund. My cherished wish goes out for the continual progress of my beloved school, Howard.

My attention has been called to the publication in the RECORD (I think the first issue of this school year) of the little article on Social Service by myself. I have not been getting the RECORD regularly this year on account of my changed address, consequently I have not seen the little article in the RECORD. If you have four or five copies of the RECORD which carries the article in question please send them to me. I shall be pleased to remit for them.

Thanks for the kind remarks upon my little career, which I observe mentioned in a recent number of the RECORD. It is very likely that I will make good as president of Walden College because I shall try with all the Howard that I have in me.

Cordially yours,

(Signed) T. R. DAVIS."

UNIVERSITY NOTES.

DR. ST. ELMO BRADY, Professor of Chemistry, is using in his classrooms his own book, entitled "Elements of Metallurgy for Dental Students." It is yet in mimeographed form, and Dr. Brady is purposely using it in this form that he may add criticisms and suggestions to the text as new needs are discovered from classroom work. After two or three years of such criticism and thorough usage, the book will be published in printed form. Such a scholarly piece of work as this demands special comment.

NATIONAL RESEARCH COUNCIL,
701 Massachusetts Avenue.
"Washington, D. C., February 21, 1923.

President J. Stanley Durkee,
Howard University,
Washington, D. C.

MY DEAR DR. DURKEE:

I am writing as Chairman of the Division of Biology and Agriculture to express our appreciation of the results of Dr. Just's scientific investigations as evidenced by the publications now appearing in the Biological Bulletin and other research journals.

These papers constitute very satisfying evidence of Dr. Just's scientific ability and activity. I wish to say also that we appreciate very greatly the cooperative spirit, which Dr. Just has reported to us, in which you are aiding him in his important investigations. I trust that means may be found for insuring a continuation of this relationship between the Council and Howard University in the work of Dr. Just.

Yours truly,

(Signed) FRANK R. LILLIE."

NATIONAL MEDICAL ASSOCIATION.
Office of Chairman of Executive Board,
354 Pacific Avenue.
"Jersey City, N. J., March 8, 1923.

Dr. J. Stanley Durkee,
Howard University,
Washington, D. C.

MY DEAR DR. DURKEE:

I wish to acknowledge receipt of your kind invitation to attend a meeting held in New York March 2d in the interest of the Medical Department of Howard University. I regret that I did not get the invitation in time to arrange to attend the meeting; however, I am deeply interested in the Howard University School of Medicine, and not only in that department, but hope to see Howard take its place not only as the outstanding university for Negro education, but one of the foremost schools of learning in the world.

I am willing to lend my small efforts in the interest of Howard at any time.

Sincerely yours,

(Signed) G. E. CANNON, M. D.,
Chairman of Executive Board,
National Medical Association."

THE researches of Professor Charles H. Wesley of the Department of History have attracted notice in recent publications. Professor Edward Channing in Volume V (1815-1848) of his "History of the United States," which is the most recent of his series on this subject, quotes from a research article by Professor Wesley. This is a significant recognition by a scholar at Harvard University of the historical reearch which is being conducted at Howard University. Dr. C. G. Woodson, in the preface to his new book on "The History of the Negro Church," calls attention to the assistance which he has received in the publication of this important work. Dr. George E. Haynes, in his new book, "The Trend of the Races," has a section upon "The History of the Negro in America." This section was read and criticized by Professor Wesley. After quoting from researches by Professor Wesley, Dr. Haynes adds this statement in a section upon achievements of the race: "The science of history knows well the name of W. E. B. DuBois and is beginning to acknowledge the work of Dr. C. G. Woodson and Professor Charles H. Wesley." It is the continuation of this type of work which will aid in giving Howard University a permanent place in the field of scholarship.

Fine Recital Given by Noted Violinist and Composer.

THE recital given by Clarence Cameron White, the famous Negro violinist and composer, Friday, February 9th, at Rankin Memorial Chapel, was not as well attended as it should have been, although the crowd was by no means a small one. It was well worth the price of admission to hear Mr. White play a group of his own compositions, to say nothing of the four other groups which made up his program, including Coleridge-Taylor, Wagner and Lalo.

Mr. White has enough technic to play with ease the most difficult passage in the "Spanish Symphony", which was his first and biggest number. The second number, "The Prize Song," by Wagner-Wilhelmj, was not only flawless technically and in tonal quality, but was so well interpreted that it proved to be the favorite of the entire program, if one is to judge by the applause of the audience.

The third appearance was real entertainment for the layman, for a group of shorter numbers by Thorne, Juan and Mlynarski were used, after the two more serious numbers of Lalo and Wagner.

The "Ballade in C Minor," by Coleridge-Taylor, an extremely difficult number to interpret, was made interesting, a thing which many an artist has tried to do and failed. Even Mr. White, who has been very closely associated with Coleridge-Taylor personally, having studied composition under him while in London, would have failed to put the number over with an accompanist of less ability and musicianship than Prof. Roy W. Tibbs, who presided at the piano.

The last number was a group of eight compositions by Mr. White. While there are few technical difficulties in any of the eight numbers, they are a source of delight when well interpreted.

On the whole, the recital was a success artistically. When Mr. White played "Traumerei" as an encore, any fault that may have been found with his musicianship was forever erased from the mind of the fault-finder. His tone, while not at all fiery, is at all times big, smooth and pleasing. It is hoped that he will be greeted by a much larger audience when he appears again before a Washington audience.

WESLEY I. HOWARD.

AMONG the many interesting adjuncts to the University life which have come as an accompaniment to the advent of the Dean of Women, none is more pleasant than the participation, in the life of the campus, of the wives of the faculty. Realizing the lack of feminine atmosphere in the college, due to the small number of women on the faculty, the Dean of Women called upon the very efficient wives of the

faculty to assist her and the women members of the faculty in creating such an atmosphere. To further this end, the Woman's Co-operative Council was formed with Dean Slowe as chairman, Mrs. Dudley W. Woodard, secretary, and Mrs. Alonzo Brown, treasurer. Meetings are held once a month, socials are given and opportunity has been given the girls to meet the faculty wives in their own homes. In addition, the ever-pressing problems of the girl in a co-educational college have been discussed and the Dean of Women has received sympathetic support in her attempt to create in the University an atmosphere which will produce in every Howard woman that indefinite something which we all recognize a womanliness.

Dean Slowe Speaks at National Association of Deans of Women.

DEAN LUCY D. SLOWE represented Howard University at the meeting of the National Association of Deans of Women in Cleveland, Ohio, February 26 to 28, inclusive. Over three hundred deans of women in universities and colleges attended the sessions at which questions relating to every phase of the education of women in institutions of higher learning were discussed. Questions of health, women's vocations in modern society, intra-mural and extra-mural activities, moral leadership in national and international affairs and racial contacts on the campus were some of the subjects considered.

Dean Slowe, in discussing "Racial Contacts on the Campus," stressed the right of every student to be judged by his individual worth rather than by his racial affiliations. Every university, she contended, should be a cosmopolitan center where opportunity should be furnished for the free mingling of representatives of all races in order that mutual respect may be built up through mutual understanding based upon knowledge and not upon prejudice.

Among the prominent universities represented at the Convention were Cornell, Leland Stanford, and the State Universities of Michigan, of Wisconsin, of Minnesota, of California, of Indiana, of Pittsburgh, of Iowa, of Ohio, and of Kansas. Among the colleges represented were Vassar, Smith, Wellesley, Mount Holyoke, Goucher, and Bryn Mawr.

SCHOOL OF RELIGION.

A COURSE in Hymnology will be introduced for the first time during the Spring Quarter. Instruction will be given in the selection and singing of hymns and the minister's part in the service of praise.

A committee of the Advisory Board of the School of Religion on Field Work has been appointed to arrange for institutes and conferences in the South. Dr. James H. Dillard of Charlottesville, Va., is the chairman. The other members are Dean D. Butler Pratt, Dr. Sterling N. Brown, and Dr. Emmett J. Scott of Howard University, Rev. Rodney W. Roundy of the Home Missions Council, New York; Dr. E. W. Moore, Pittsburgh, Pa.; Bishop John Hurst, Baltimore, Md.; Rev. William L. Imes, Philadelphia, Pa., and Dr. H. J. Callis of Washington, D. C. Much is expected of this committee under the experienced leadership of Dr. Dillard.

The Annual Howard Night Meeting under the auspices of the Theological Alumni will be held soon after Easter. A committee of the alumni is preparing a program which promises to be of great interest.

The students and professors of the School of Religion have greatly enjoyed and profited by the messages brought to the department meetings recently by Mr. Frank Stickney, who spoke on "John Keble," by Dr. H. J. Callis, who presented some of the essential qualifications of a true teacher of religion, and by Rev. Charles F. Boss, Jr., who gave a practical demonstration of the methods of religious education.

IN AND ABOUT THE SCHOOL OF LAW.

THE interim since our last memorandum has witnessed the coming of two or three particularly happy events, in addition to the increasing volume of greeting both in person and by letter from alumni, former students and friends. This is altogether as it should be.

Dr. Saurez Speaks.

THE birthday of the martyred Emancipator was further signalized by the presence of Dr. Bernardo Ruiz Suarez of Havana, Cuba. A lawyer as well as philosopher, Dr. Suarez responded to an invitation to address the corps of students who received his remarks with great appreciation. Speaking in his native Spanish through an interpreter, Dr. Suarez charmed his audience with his broad grasp of inter-racial conditions in the Greater Antilles and the countries of Central and South America in contrast with similar conditions in the United States. He paid a glowing tribute to the culture and accomplishments of the Negroes of this country—astounding facts which were almost unheard of in Central and South America, he said!—and closed with a panegyric to our women, who, he said, were the prettiest his eyes had ever beheld. (Truth, too!)

A Study in Surprises.

MAURICE C. CLIFFORD, '24, well and favorably known by a far-flung acquaintance, came in for an experience during the month which he probably will remember for a long time. It appears that Clifford was a moment late getting into class when to his great confusion he found himself challenged by the chair: "Mr. Clifford, please come forward and explain why you are coming into class after the roll-call!" M. C., wondering what on earth was happening, approached the desk trying to find words in which to word the excuse which he knew he didn't have, when—"Mr. Clifford, it is with great pleasure that I present you these three volumes of Chitty on "Pleading" in recognition of your having made the highest mark in the subject of Civil Procedure in the year 1922-23. The subject was not easy and I congratulate you heartily upon your success."

Poor Clifford. He was completely floored. It was Professor Charles S. Shreve who spoke and the incident was the award of the Shreve prize for excellence in Civil Procedure. Amid the plaudits of his classmates Mr. Clifford finally made his way to his seat.

Greetings by Mail.

DANIEL W. BOWLES, '11, of the Missouri bar, writes from St. Louis that he is doing splendidly, thank you, and he hopes you are the same. The incomparable Dan. That's what we called him back in the old days. Polished, thorough, self-reliant, yet free from boasting, in giving a modest account of his career since leaving school, not forgetting the lean days, by the way, Dan is but fulfilling now the promise of "the days 'way back yonder."

FRANK S. BLEDSOE, '22, of the St. Louis firm of Martin, Jones & Bledsoe, writes

Professor Cobb that he is getting along fine, making the most of his opportunities by way of experience and withal is taking title to divers and sundry bits of change. Nothing wrong with that, eh? All we've got to say is that while it is O. K. for Counsellor Bledsoe to recall Professor Cobb, and write him, too, when he runs across an interesting point in Constitutional Law, he must not forget that it was "The Chair" who presided over the deliberations in interstate commerce and public service companies.

ROBERT QUEEN, '15, has taken under his wing Jacob B. Johnson, '22, who writes from Newark that Alma Mater's sons are cleaning up down Jersey way, not the least of them being Oliver Randolph, Esq., '07, member of the State Legislature.

WALTER A. PINCHBACK, '06, joins Mr. Frank M. Langston in announcing the debut of the real estate firm of Pinchbach & Langston, with offices at 13th and You Streets, N. W. Of course, the firm will go from scratch and cross the line with colors flying.

The Pride of the Cities.

HARRY M. GREEN, '22, of the Virginia bar, called in, looking fit and fine and singing the praises of Richmond.

JESSE LAWSON, '84, and James A. Davis, '13, gave Washington, D. C., a new place on the map by staging the National Negro Educational Conference, which sat for five days at John Wesley Church on Corcoran Street.

PARTICULARLY pleasing was the visit of George A. Melvin, '92, of the Virginia bar, with offices at Richmond. Tall, erect, though somewhat grizzled with the years, Counsellor Melvin's visit was a pure delight, and was made more so by the narrative of his experiences in days now happily gone and by the golden advice he gave the young men who happened to be on the premises at the time. Honored by the Governor of his State, listened to by the bench and bar of his jurisdiction, respected by the leaders of both races in the community where he resides, it is the life that George Melvin has lived which helps to make it possible today for others of Alma Mater's boys to go into the Old Dominion—the birthplace of slavery!—and there expound the law eternal.

JAMES C. WATERS, JR.

UNDERGRADUATE LIFE.

Colonel Charles Young—In Memoriam.

AT the vesper service hour in Rankin Chapel, March 11th, the date set aside by the Omega Psi Phi Fraternity in memoriam to the late Colonel Charles Young, the Alpha and Alpha Omega Chapters of this fraternity held their annual memorial service for one of the most beloved of America's soldiers.

The voluntary and reading by Mr. Alston Burleigh, the invocation by Dr. Parks, the tributes paid to Colonel Young by Dr. C. H. Marshall and Mr. Campbell Johnson, the solo by Mr. Jefferson, and finally the tribute of a brother-soldier, Captain A. C. Newman, all seemed to blend into a dignity that belongs to one who had attained the zenith of a notable career.

Colonel Young had endeared himself to the hearts of the Negro race, not only as a soldier, for he was the ranking Negro officer in the United States Army, but also as an author, a poet, a statesman, and a musician. It is rare that such traits are found in a man who has given his life to the military service of his country.

The third Negro to graduate from West Point, Colonel Young saw service in the Indian Campaigns, the Spanish-American War, and the Mexican Campaigns. He was deprived of the honor of seeing actual service on the battlefields of France and was relieved from active service. Later he was sent to Monrovia, Liberia, as military attaché to the American legation. In this service he died in 1922.

An outstanding feature of Colonel Young's life was his affection and sympathy for the men under him. It was this sympathy that won for him the love of the officers and enlisted men of his command.

The words of Captain Newman are quite fitting for the great American: "Colonel Young lived a soldier and died a man." H. P. K.

The Sophomore Reception.

On Wednesday night, February 21st, strains of music which seemed to issue from the brilliantly lighted interior of Spaulding Hall attracted the attention of passers-by. What was going on? The investigators begged a "look-in." There, crimson and gold, much in evidence, revealed that Sophomores were in charge. Indeed, the Sophomores were giving their Annual Reception, and what a dance it was!

The decorations transformed the bare Spaulding Hall into a veritable casino, Cole's "Famous Jazz Orchestra" providing the music. Again and again the delighted couples demanded the popular dance selections. Confetti, whistles, horns, and many other unique favors added to the merriment. H. A. D.

ATHLETICS.

The Crux of the Amateur Question.

THAT a strong body is conducive to a strong mind is axiomatic. The virtue of physical training, both as an aid to good health and as an insurance against mental lethargy, is recognized universally. Through constant practice, plus a peculiar adapt-

ness in the mastery of details, some people excel others in athletics, becoming, by grace of experience, artists in their chosen specialties. At times, some of these artists take advantage of the public's desire to see them perform to capitalize their abilities, a course which is both logical and legitimate. But with the entrance of money, sport often resolves itself into a cold-blooded business proposition that gives rise to many sinister evils such as gambling, throwing games, double-crossing, blackguardism, and sometimes crimes of a more serious nature. The knowledge of these evils has led leading citizens, who recognized the grave public danger involved, especially to the younger generation, to separate athletics into two distinct classes, professional and amateur, the former catering to those who wish to capitalize sports and the latter fostering sports solely for sport's sake. In 1900, Theodore Roosevelt, then Governor of New York, in a message to the Legislature, stated: "When any sport is carried on primarily for money—that is, as a business, it is in danger of losing much that is valuable and of acquiring some exceedingly undesirable characteristics." The problem before the sport-loving public, then, is to separate and to purge both branches of athletics so that professionals can not parade as amateurs and *vice versa*.

The Amateur Athletic Union and its affiliated bodies regulate and discipline the activities of the Simon-Pures in the United States for the purpose of bringing about mass athletics, physical development and recreation for the entire population. Some recent rulings by this organization are significant. In New York, this winter, twelve registered athletes were expelled for irregularities ranging all the way from the acceptance of cash prizes to competition under pseudonyms. As many more were suspended for minor offenses. The authorities at Columbia University discharged the coach and disbanded the varsity hockey team because a "tramp athlete" had played in a league game. At its last meeting the Intercollegiate Amateur Athletic Association decided to lay the application for membership of the University of Southern California on the table for one year, presumably because of inadequate eligibility rules at the Los Angeles Institution. This ruling automatically bars from competition at the championships in Philadelphia on May 30th the two Olympic champions, Charles Paddock and Almer Richards.

Coming closer to home, let us note the attitude of the High Potentates towards Negro athletes and Negro organizations. In 1920, after the St. Christopher Club of New York City had placed one athlete on the Olympic team and had almost succeeded in placing three others, the A. A. U. turned the official searchlight on Negro clubs. Every athlete in every sport governed by Amateur Athletic Union had to prove his amateur status and take out a registration card. All clubs which could not withstand the acid test were declared professional. The Loendi Club of Pittsburgh came under the ban. Later, Sol. Butler, a national champion and record-holder, representing the Forty Club of Chicago, played in a basketball game against Loendi. He was immediately suspended. Among the world famous athletes who have felt the force of the amateur disciplinary board are Tom Longboat, marathon runner; Mel. Sheppard, middle distance champion; Abe Kiviat, mile record-holder; Jim Thorpe, champion all around athlete.

The newly organized Colored Intercollegiate Athletic Association states as one of its objects: "the training of Negro youths for Olympic competition." If this is to be effected, it is plainly evident that a general house cleaning from the kitchen to the parlor is imperative in several Negro institutions. Tramp athletes should be tabooed; a uniform eligibility code should be enforced; all athletes should have a visible means of support; varsity teams should be controlled by the schools, not by cliques within the schools; paid coaches should not represent any school in university competition.

All these factors can be taken lightly as long as our competition is limited to our own group; but whenever we venture into open competition on the wholesale with

our white neighbors, these questions will be not only asked but will become a prerequisite to our admission into the larger fields of athletics.

The Department of Physical Education announces the following schedules for 1923:

Track.

April 14—Interclass Meet, at home.
April 21—Inter-fraternity Championship, at home.
April 27-28—University of Pennsylvania Relay Carnival, Philadelphia, Pa.
May 12—Intercollegiate Championship, at home.
May 19—C. I. A. A. Championship, Hampton, Va.

Baseball.

April 2-3—St. Paul Institute, Lawrenceville, Va.
April 4—Virginia Theological Seminary and College, Lynchburg, Va.
April 5—Virginia Union University, Richmond, Va.
April 6-7—Virginia Normal and Industrial Institute, Petersburg, Va.
April 20—Storer College, at home.
April 27—National Training School, at home.
April 28—Lincoln University, Philadelphia, Pa.
May 5—Virginia Theological Seminary and College, at home.
May 11—Virginia Union University, at home.
May 12—Virginia Normal and Industrial Institute, at home.
May 15—Storer College, Harper's Ferry, W. Va.
May 19—Lincoln University, at home
June 5—Lincoln University (tentative).

Football.

October 6—A. & T. College, at home.
October 13—Virginia Theological Seminary and College, at home.
October 20—Open.
October 27—Moorehouse College, at home.
November 3—Wilberforce University, at home.
November 10—Virginia Normal and Industrial Institute, at home.
November 17—Hampton Institute, Hampton, Va.
November 24—Lincoln University, Philadelphia, Pa.

T. J. ANDERSON.

OF GENERAL INTEREST.

AFRICANS LOOK TO AMERICA FOR HELP.

C. Kamba Simango and His Wife, Both Well Educated Africans, Speak at Hampton Institute—Africa Has Gifts to Make—"Those Who Go to Africa Must Have Big and Generous Hearts."

C. KAMBA SIMANGO, a native of Portuguese East Africa and a graduate of Hampton Institute, class of 1919, who has just completed a special course at Teachers College, Columbia University, spoke recently in Ogden Hall, Hampton Institute, on African forms of government, police systems, education, and physical training.

"Africans," he said, "in spite of the lack of highly organized police systems, succeed in apprehending wrongdoers. They follow the customs and laws which are useful to their tribes, but they do not carry their rules beyond their tribes to so-called 'aliens.'"

The Lot of African Women.

His wife, who is a native of Freetown, Sierra Leone, and who is a graduate of the Royal College of Arts at South Kensington, England, described the affection of African mothers for their children, especially for those children that are offered in human sacrifice for the sake of bringing peace to whole tribes, and likened this affection to that expressed by other mothers who send their sons to fight in modern warfare. She referred to the hardship which is brought on African women through the government conscription of able-bodied men for forced labor. "There are today," she said, "226 different languages and over 900 dialects spoken in Africa."

At another Hampton Institute meeting Kamba Simango gave, in appropriate African costume, vivid pantomimic presentations of an elephant hunt, a witch doctor's incantations, and a leopard-killing.

His wife described several phases of African life, gave an African dance with piano music (originally written by Coleridge-Taylor and later arranged by Helen Hagen), which was played by R. Nathaniel Dett, and displayed specimens of native African work in brass, textiles, and basketry which had been made by men and women who had not come in contact with outside civilizing influences. She said:

Africans Judge Persons.

"The Africans need help in order to develop themselves, but they also have important contributions which they can make to the rest of the world, especially in the fields of art and music.

"Those who go to Africa must have big, generous hearts. The natives are keen at detecting all insincerity or failure to make works and deeds consistent. The African native judges individuals. He does not put many persons in a single group because of the failure or even meanness of a single individual. Africans are carefully watching American Negroes to see what they will do to help Africa."

These two well-educated Africans will leave the United States in April to take up their work of missionary teaching in the Mt. Silinda School, at Melsetter, in Southern Rhodesia, where they will help the native people realize some of their worth-while gifts.

Africans Make Progress.

That the missionaries who have gone to Africa have given the natives the best that they possessed of religion and civilization and that these missionaries continue their work of bringing out the best traits of the natives were opinions expressed by Kamba Simango before a large audience of white and colored people, assembled at Hampton Institute. He said:

"We find that the African is also striving and reaching out to get those things which will develop his happiness and welfare.

"In 1920, I understand, the Government of Southern Rhodesia started two industrial schools. They have tried to interest missionaries to develop industrial education to such an extent that the natives will use the material they have for commercial purposes. This is the time that we need the educated Negro to point out the way. The Government of Rhodesia is extending liberty in education. Africa is looking for intelligent Negroes to do educational work in Africa.

"What Hampton Institute stands for in the United States we mean to make Mt. Silinda School stand for in Africa."

BANQUETS.

THERE has always been much criticism of banquets, but most of it has been of a general and facetious nature. Practically nothing specific and constructive has been suggested. (We feel uplift creeping upon us.)

People keep going to banquets in spite of all that toastmasters, afterdinner speakers and unconscionable caterers can do to dissuade them.

We therefore propose to seize the roast beef by the horns and demand the acceptance of Ten Points in order that the world may be made safe from egomania and indigestion.

Point No. 1. The duration of a banquet shall not exceed one hour, the hour being divided into two halves: fifty minutes for food and ten minutes for a sympasium of pre-war (Civil War) jokes and stories.

Point No. 2. The toastmaster and speakers shall be seated in electric chairs equipped with automatic timing device and wired so that any private banqueter will throw on the current if he squirms.

Point No. 3. The number of speakers shall be three. This will allow one minute for each introduction, one minute for each speech, one minute for each rebuttal, and one minute for misery and profanity by the boarders. The executions, being instantaneous, will take up little time.

Point No. 4. Each speech shall be irrelevant and otherwise interesting, subject matter and facts being barred under penalty of immediate electrocision. Any speaker attempting to elocute, moralize, give serious advice, or parody Shakespeare shall do so at his own peril.

Point No. 5. The toastmaster and speakers shall be ineligible to officiate again within a radius of 100 miles for a period of 13 years. This, it is hoped, will make it impossible for the so-called gifted speakers to keep in condition.

Point No. 6. In the event that a speaker is put out of the crowd's misery before

his time is up, the toastmaster or one of his accomplices may fill the unexpired time in eulogizing the banqueter who squirmed.

Point No. 7. Mashed potatoes shall be barred from the banquet menus for a period of 175 years from January 1, 1923.

Point No. 8. The gravy shall be spread over the meat, peas, and corn instead of being concentrated on the cranberry sauce. (This is the most revolutionary change proposed, consequently it is suggested that minor infractions be treated with consideration until caterers can be brought to understand that persons of refined taste are slowly turning from too intimate a mixture of cranberry sauce and the grease of pork.)

Point No. 9. The serving of paper napkins by a caterer is hereby declared a felony, punishable by 15 consecutive years of compulsory management of a cafeteria without a single cloth dish towel or wash rag.

Point No. 10. If the banquet is not finished within the 60-minute period provided, any feeder is privileged to kick the table over, light a good strong cigar, and go home. —*The Kansas Industrialist.*

COUNTERWEIGHTS.

Getting Personal.

In commenting upon the limited size of the Sunday congregation, the mature deaconess said: "The congregation was so small that I actually blushed every time the minister said, 'Dearly beloved.'"

What Is Wrong in This Picture?

Worried Bride (giving first dinner party)—"Do you serve olives with a spoon?"
Husband—"Of course not. You couldn't get it in the bottle."

"Doesn't that mule ever kick you?"
"No, suh, he ain't yit, but he frequently-like kicks de place where I recently was."

The Eternal Feminine.

First he idealizes her.
Next he idolizes her.
Then he idly eyes her.

"Yes, indeed," gurgled Mabel, "I can read William like a book."
"How foolish," piped Dottie, spitefully; "I wouldn't strain my eyes over such small type."

Another Maxim Gone Wrong.

Bix—"Two wrongs don't make a right, and to that rule there is no exception."
Dix—"Oh, I don't know. If your clock is an hour fast, it is wrong, and if you set it forward eleven hours more, you, of course, make it wronger, but at the same time you make it right."

Properly Prepared.

Teacher—"What became of the swine that had the evil spirit cast into them?"
Pupil—"They made them into deviled ham."

Advantage.

Alky—"Whatja make on that math exam?"
Hoyle—"Eighty."
Alky—"I made 95. Whatja make in chem?"
Hoyle—"Hey, it's my time to ask you first."

Surprising the Banker.

A boy of my acquaintance grew a banner crop of early potatoes and got them in the market at the right time. He had never had so much money before, and after showing it to his mother, he hurried to the bank, still in his working clothes.

The portly banker, looking over his spectacles at the nervous boy, frowned a little and asked:

"What can I do for you, my lad?"

The boy pulled out his roll of bills and nonchalantly replied: "I want to deposit $200—if you don't care "

Many Are.

"Where are you going, girlie?"

"To the Capitol. An investigating committee is taking up the matter of short skirts."

"Are you an exhibit?"

Heard While on the Car.

Conductor (to crowd banked in rear aisle)—"Move right on up front, please. The front end always gets there first."

The unprepossessing lady of uncertain age was calling on the small boy's mother, and the child was doing his best to answer her numerous questions politely.

"And how old are you?" she asked him.

"Almost six," was the reply. "How old are you?"

"Oh," said the lady in an embarrassed manner, "I don't remember the year I was born."

"Never mind," answered the small boy, politely; "tell me the century."

Appreciated Preacher.

Miss Wiggs—"Yes, sir, I always goes to church when you preaches."

Vicar (flattered): "I'm glad to hear that, but why when I preach? Why not every Sunday?"

Miss Wiggs—"I'm always sure of getting a good seat when you preaches, sir."

A Big Contract.

Dear little Johnnie's Aunt Emma, a lady of most generous build, had come for a visit and dear little Johnnie had been gazing at her raptly for some minutes. Finally, he could stand it no longer.

"Mamma," he cried, "does Santa Clause fill everybody's stockings?"

"Of course, dear," replied his mother in some surprise.

"Grown-up people's, too?"

"Yes, dear."

"Well," returned Johnnie, doubtfully, but as one clinging to a shred of hope, "I hope he gets to mine first."

The teacher directed the class to write a brief account of a baseball game. All the pupils were busy during the allotted time except one little boy, who sat motionless, and wrote never a word. The teacher gave him an additional five minutes, calling them off one by one. The fifth minute had almost elapsed when the youngster awoke to life and scrawled a sentence. It ran thus: "Rain—no game."

HOWARD UNIVERSITY CARD FOR ALUMNUS OR FORMER STUDENT.

1. Name .....
(first name) (middle name) (last name)

2. Present Address .....
(City) (State)

Street Address .....

3. Permanent Address .....
(City) (State)

Street Address .....

4. Date Entered Howard University.....

5. Number of years at Howard.....

Department Entered .....

6. Other Departments Entered .....

7. Degrees Conferred, if any .....

8. Year of Graduation .....

Year Discontinued Course at Howard .....

9. Occupation or Profession.....

10. Business Relations (i. e., connection with business enterprises, banks, etc.) .....

.....

11. Schools Attended Before and After Attending Howard.....

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If You Do It Today, You Won't Forget It.